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ABSTRACT

An external evaluation was conducted to assess the training packages develcped by the Georgia Comprehensive Career Guidance Project (see CE 018 130 for the final report of this project). Three secondary staff development training packages (Educational Environment, CE 018 154; Work and Leisure Environments, CE 018 161; and Human Relations, CE 018 147) were evaluated for feasibility, transportability, and validity. Evaluation of project planning, communication and implementation was also conducted. Overall, the planning aspect of the management was judged to be extensive and generally effective. It was reported that participants at all levels found communication to be insufficient. The training packages were described as well organized, clear in exposition, substantive in content, and unique as a system in the breadth and comprehensiveness of their coverage. Since field testing and the implementation phase was yet to be done, the demonstrated usefulness of the materials could not be assessed. It was recommended that the manuals be analyzed to clarify the overlaps in content and activities and that an explanatory document be prepared to accompany the training packages to describe the relationships between packages and to identify specific goals, objectives, and activities within each training manual. Finally, additional changes in packaging and ideas for future development were suggested. (BM)

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ED160874

AUDIT AND EVALUATION OF THE GEORGIA COMPREHENSIVE CAREER GUIDANCE PROJECT, GRADES 7 - 12

FINAL REPORT

Project No. V0244VZ
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NATIONAL INSTITUTE OF EDUCATION

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INTRODUCTION

The following report is submitted by Garry R. Walz, Ph.D., and Libby Benjamin, Ph.D., of The University of Michigan, as the final evaluation report on the Georgia Comprehensive Career Guidance Project. It covers the entire period of the Project from January 1, 1975 to December 31, 1975, although the major emphasis is devoted to the concluding phases of the Project, e.g., the training packages.

The report is divided into four sections:

I. Overview of the Evaluation Process.

II. Guidance Team Training Packages evaluated for Feasibility, Transportability, and Validity.

III. Evaluation of Project Planning, Communication, and Implementation.

IV. Summary, Conclusions and Recommendations.

I. OVERVIEW OF THE EVALUATION PROCESS

The evaluation team had two major objectives:

1. to assess the quality and utility of the manual training packages, and

2. to review and analyze procedures which led to the development and eventual implementation of the training packages.

Perhaps the overall goal of the team was to attest to the quality of what was produced and to identify the lessons in the manual production which could lead to improved training package development in the future.

In responding to the objectives the team utilized six major procedures:

1. The evaluation team were the recipients of correspondence, other written materials, and quarterly reports developed by the State Department and the University of Georgia Project staffs. These materials were analyzed to provide the team with information on which to make judgments regarding the progress of the Project.

2. The evaluation team met with the State Department and University of Georgia staffs to review with them their plans and activities. These meetings helped to clarify the different aspects of the Project and enabled the team to obtain more information than could be gleaned from the written materials.

3. Questionnaires were prepared and administered to school personnel in the original 16 participating schools at the conclusion of the workshops and training sessions. By this means the team was able to assess objectively the experiences and reactions of the participants to the Project.

4. Individual interviews and group discussions were conducted with the staffs of the 16 participating schools to elicit their feelings regarding the strengths and weaknesses of the Project and where they felt improvements were needed.

5. Progress Reports outlining all activities to date and assessing the performance of the Project staffs were regularly distributed to Project staff members. This feedback procedure was designed to review progress with concurrent opportunity to establish new procedures and goals based on what had been accomplished previously.

6. Information gained from computer searches of the ERIC system and visitations to comparable programs about the country provided the evaluators with a perspective from which to view the present Project. The resulting insights were used by the evaluators in judging the program and in making recommendations to the Project staffs.

It would only seem appropriate in an evaluation report to first evaluate the evaluation process. In our judgment the evaluation proceeded reasonably well. It was not always easy to obtain the needed information; on occasion the team was uninformed about significant happenings; the team's schedule at times prevented their responding as promptly as might have been desired. More important than any of the foregoing, the team believe that simple geographical distance precluded their being as involved in the ongoing development as they feel would have been contributive. One need not wait till the end of an experience

to recognize the lessons inherent in it and to make the changes necessary to improve it! Notwithstanding the above shortcomings, the team believes that the evaluation effort was successful in reaching its major objectives.

II. GUIDANCE TEAM TRAINING PACKAGES

General Description Overview

The three training manuals to be evaluated in this report are 8-1/2" x 11" in size, with offset printing of double-spaced typescript. Each has a colorful cover, and the contents are sectioned by color to correspond with various major portions of each manual. In addition, within the sections designed for participatory activities, the material for the leader of the training experience is distinguished in color from that to be read and used by participants. Explanatory key words are highlighted along the right margins of appropriate pages in the text. Each manuscript is 3-hole punched so that it may be inserted in a loose-leaf notebook.

Comments specific to each of the three training packages follow.

EDUCATIONAL ENVIRONMENT

A. Descriptive Overview.

This is a training manual of over 200 pages, designed to promote guidance team member awareness and skills in the functions that may be included in an Educational Development Center, and, through experiential exercises, to help the team learn how to organize and develop such a Center.

The manual contains 34 hours of planned activities designed, in the introductory phase, to promote sharing and help participants begin thinking seriously about the impact of the environment. Subsequent experiences deal with assessment of problems and the design of a tutoring program, and the bulk of the manual's contents is devoted to individual skill-building in Interaction Skills (8 activities) and Learning Skills (13 activities). The remainder of the training package deals with problem-solving, educational planning, and environmental appraisal; the final 10 hours are spent in learning how to organize, plan facilities for, staff, and implement an Educational Development Center. There are 39 didactic and experiential activities in the training package.

This training manual is one of three which were to be developed in the Life Career Planning domain, the other two dealing with Planning Skills and Self Understanding. It is intended to be responsive to three major goals as identified in the Georgia comprehensive needs assessment study:

1. Study/Learning Skills
2. Participation/Involvement Skills
3. Basic Academic Skills

The manual concludes with an Appendix on Sociodrama, a section on Resources (prioritized in order of suggested usefulness), and a bibliography of nine citations.

B. Three-pronged Evaluation.

1. Feasibility.

The extent to which the manual's goals and objectives are achievable and deliverable, its expectations can be realized, and its use under typical field conditions will be successful.

				X		
1	2	3	4	5	6	7
Not at all Feasible			Feasible			Extremely Feasible

The evaluation team gives this manual a rating of 5 on Feasibility. A discussion and rating of the different components which led to the overall rating follows.

a. Are the goals and objectives for this training package clearly presented?

No. Other than the general goals presented as an outgrowth of the goals for each of the training packages which emerged from the Georgia needs assessment survey, no specific goals for this manual are given. Six outcomes from the orientation are stated in the Introduction, and the outcomes for the training section are presented in very general terms. Apparently, the two major objectives of the manual are to prepare team members in the functions necessary to operate an Educational Development Center, and to teach them how to organize and develop such a Center.

b. Are needed staff competencies specifically identified?

Not directly. In a sense, the 39 activities and the discussion of considerations in establishing an Educational Development Center do constitute competency areas which the authors believe team members should possess. However, the competency is expressed more in terms of what a student needs to be able to do rather than what a staff member needs to do to facilitate student learning.

c. Is the organization of the manual clear to the prospective leader?

Generally. The manual is organized into three basic parts: the Introduction, the 39 activities, and a concluding section on developing the Center. However, there are few transitional discussions or lead-ins from one activity to another. A helpful discussion is provided in the introductory portion to the section on Center organization and development. No Table of Contents, except for the "Table of Training Activities," exists to help the user locate specific portions by page number.

d. Are time limits realistic?

Yes, with reservations. Completing the activities in the time limits provided calls for effective time management on the part of the facilitator and could be difficult with large groups and/or with groups that are "turned on" by the experiences. Parenthetically, the sessions are highly variable in time, ranging from 1/2 hour, to an hour, to an hour-and-a-half, perhaps proposing

problems to a leader who would have to use the activities in the standard school period. It is also worthy of note that the total length of time required to complete this manual, 39 hours, may stretch the amount of time most users would find feasible.

e. Are the manual activities relevant to the stated goals and objectives?

Yes, with qualification. The activities seem consistent with the general orientation given in the Introduction. However, goals and objectives, as mentioned in "a," are not specifically outlined.

f. Are the planned-for outcomes likely to be realistic?

Yes. The intended outcomes are not explicitly stated, but the activities do seem to be consistent with the Purpose which is indicated for each activity. Further, there is a desirable intermix in the type of activities used and what is asked of the participants.

g. Is a means provided for additional reading and knowledge-building by the leader?

Yes. A body of 12 Resources is presented in order of "suggested usefulness." The nature of the contents, and how each resource can be useful, is not indicated.

2. Transportability.

The extent to which the manual is adoptable and usable in a variety of educational settings and levels and by personnel of varying backgrounds and expertise.

						X
1	2	3	4	5	6	7
Not at all Transportable			Transportable			Extremely Transportable

The evaluation team gives this manual a rating of 6.5 on Transportability. A discussion and rating of the different components which led to the overall rating follows.

a. Are the instructions to and expectations of the leaders clearly presented?

Yes.

b. Are the necessary resources and materials for the use of the manual included?

Yes. The comment as to the desirability of the need for more information about each resource applies here as well. A number of resources and learning aids is included in the body of the manual and could prove useful in the training experience.

c. Does the manual lend itself to use in a wide variety of levels and settings?

Yes. It would appear to be useful irrespective of the level or setting in which it was to be used.

d. Is the information necessary to facilitate the manual included in it? Is the manual self-contained?

Yes. It appears that all necessary materials and resources are included in the training package. However, the means by which the individual can build knowledge and skills in the areas of his/her choice is not clearly specified.

e. Is reference made to additional sources and materials for adapting or expanding the manual to specific environmental needs?

Brief. A bibliography, which more appropriately should be called a reference section, is provided. These nine references are cited in the body of the manual.

3. Validity.

The extent to which the manual builds upon objective knowledge, with content which is both justifiable and relevant to the ends sought.

				X		
1	2	3	4	5	6	7
Not Valid			Portions Valid			Valid

The evaluation team gives this manual a rating of 5 on Validity. A discussion and rating of the different components which led to the overall rating follows.

a. Are the goals and objectives in the manual appropriately drawn from known research and knowledge in the area?

It is difficult to say. As indicated previously, specific goals and objectives for this manual are lacking, and it is not clear why the particular activities were selelected for inclusion within the scope of educational environment. There is some question in our minds as to whether this manual needs to be as broadly defined in scope as it is.

b. Does the content of the manual reflect research and knowledge in each of the content areas?

Generally. Regular linkage is made to outside sources and experience for the content provided. This appears clearer and stronger to us in the area devoted to Interaction Skills than in that of Learning Skills. Support for the organization and development of an Educational Development Center is not buttressed by references to known theory and research or other experience.

C. Discussion.

This is an extensive training package with a wealth of activities for participants, including an emphasis on an Educational Development Center organization and development. Are we attempting too much? May we, in the

effort to cover everything, overwhelm the participant and in the process not really cover any one skill in depth? A more judicious selection of topics and delivery might well have streamlined this manual by as much as one-third.

In its defense, however, it can be said that it is a body of highly useful materials, and, given the opportunity for staff to pick and choose, it could be a valuable resource for them. The package probably could have been made even more valuable if consideration were given to why particular sections and activities were included. Furthermore, clearer linking statements and discussions would have been helpful, as well as a simple explicit statement in the beginning as to the manual's organization and recommended use.

The prime emphasis in the manual is the idea of an Educational Development Center and the use of the activities presented within that Center. In our view it would appear that both the utility and justification for the Center are not sufficiently explicated, nor is there ample discussion devoted to how the activities might best be used in a school system that did not have such a Center.

WORK AND LEISURE ENVIRONMENTS

A. Descriptive Overview.

Work and Leisure Environments is an extensive training manual (approximately 150 pages) devoted to assisting workshop participants to analyze the relationship between work and leisure. The manual is intended to help staff acquire the knowledge and skills to be able to identify student outcomes in the area of work and leisure environments and to select, develop, and implement various career guidance processes for achieving those outcomes. Program strategies for achieving student outcomes are also highlighted.

Twenty-seven hours have been allocated for participants to become oriented to the area under discussion, experience 20 activities of a participatory nature, and complete several Postassessment Instruments and two Attitude Surveys.

The manual has four parts:

1. Introduction and orientation;
2. Text and activities for trends and job classification systems, job expectations and responsibilities, and leisure-related values, needs and abilities;
3. Strategies and objectives for realizing the skill and application objectives;
4. Summary activities and postassessment devices.

The bulk of the manual content, 22 hours, deals with knowledge, skill, and application objectives. This manual is one of three which were to be developed in the Work and Life Skills domain, the other two dealing with Daily Living and Employability. It is intended to be responsive to three major goals as identified in the Georgia Comprehensive needs assessment study:

1. Work Expectations and Responsibilities
2. Recreation and Leisure Interests
3. Work World Structures.

Also included in the manual are a reference section with 17 citations, and appendices containing materials to be used during some of the activities.

B. Three-pronged Evaluation.

1. Feasibility.

The extent to which the manual's goals and objectives are achievable and deliverable, its expectations can be realized, and its use under typical field conditions will be successful.

					X	
1	2	3	4	5	6	7
Not at all Feasible			Feasible			Extremely Feasible

The evaluation team gives this manual a rating of 6 on Feasibility. A discussion and rating of the different components which led to the overall rating follows.

a. Are the goals and objectives for this training package clearly presented?

Yes, with qualification. They appear to be present, but it is difficult to distinguish between the objectives for eventual student learners and those for workshop participants.

b. Are needed staff competencies specifically identified?

Yes. However, the workshop objectives as outlined in the last section do not appear to conform *in toto* to the competencies spoken to in the introductory section.

c. Is the organization of the manual clear to the prospective leader?

To a large extent, the information and instructions needed to prepare staff and use the materials with students are clear and understandable. However, the intended purposes and uses of various sections of the manual are not explained, and the leader must spend a great deal of time familiarizing him/herself with the document in order to understand the relationship between various sections and fully understand the intended procedures.

d. Are time limits realistic?

Yes, if the workshop leader has excellent time discipline and continues to move the participants along. In the hands of a casual leader, time limits may be unduly optimistic.

e. Are the manual activities relevant to the stated goals and objectives?

Yes. The activities seem particularly well suited to the intended outcomes.

f. Are the planned for outcomes likely to be realized?

Yes.

g. Is a means provided for additional reading and knowledge-building by the leader?

Yes, but limited. The reference section contains 17 citations only, and a wealth of literature exists which could greatly enlarge and enhance the bibliography.

2. Transportability.

The extent to which the manual is adoptable and usable is a variety of educational settings and levels and by personnel of varying backgrounds and expertise.

						X
1	2	3	4	5	6	7
Not at all Transportable			Transportable			Extremely Transportable

The evaluation team gives this manual a rating of 6.5 on Transportability. A discussion and rating of the different components which led to the overall rating follows.

a. Are the instructions and expectations of the leader clearly presented?

Somewhat. There is a great deal of information presented, and the color coding used to distinguish the leader's materials from those of the participants is helpful. Generally, the instructions relating to the activities are quite clear; but the organization, particularly as it relates to the orientation and the final assessment, lacks clarity in stating specific procedures to be followed.

b. Are the necessary resources and materials for the use of the manual included?

Yes, although in a few instances (such as Activity 3) it is not clear whether the leader is to be provided with, or to obtain his/her own, materials from identified sources.

c. Does the manual lend itself to use in a wide variety of levels and settings?

Yes. It would seem well suited for high school students but could also be readily used with college students and adults.

d. Is the information necessary to facilitate the manual included in it? Is the manual self-contained?

Specific instructions for the facilitation of the 20 manual activities are succinctly presented. The desired resource materials such as inventories, checklists, etc. are provided, along with information on their use.

e. Is reference made to additional sources and materials for adapting or expanding the manual to specific environmental needs?

Qualified yes. A reference section is provided, but its contribution to the manual and further use by the leader are not indicated or encouraged.

3. Validity.

The extent to which the manual builds upon objective knowledge with content which is both justifiable and relevant to the ends sought.

						X
1	2	3	4	5	6	7
Not Valid			Portions Valid			Valid

The evaluation team gives this manual a rating of 6.75 on Validity. A discussion and rating of the different components which led to the overall rating follows.

a. Are the goals and objectives in the manual appropriately drawn from known research and knowledge in the area?

Yes. The manual's goals and objectives are derived from the Georgia comprehensive needs assessment survey. In addition, the goals and objectives reflect the professionally-determined emphases for training materials in the work and leisure areas.

b. Does the content of the manual reflect research and knowledge in each of the content areas?

Yes. The manual makes extensive use of authoritative sources as well as materials from popular media for the development of the content and activities. The important conceptual content in the work and leisure areas is present in the manual.

C. Discussion.

This is an impressive training manual! It is substantive and detailed, and deals in a comprehensive manner with the twin topics of work and leisure. We regard it as a distinct plus that this manual prods the participant to grasp the interrelationships between work and leisure and to deal with them in a futuristic manner. We know of no comparable resource that has either the breadth or the depth of this one. It is our overall expectation that a user would emerge from the experiences knowledgeable, possessed of usable skills, positive in attitude, and prepared to initiate a program in work and leisure. That no other known resource can do what this manual can is a tribute in itself.

However, several aspects of the training manual are of some concern. First of all, there appears to be an unnecessarily large amount of pedagogy and confusion over the organization and presentation in the early part of the manual. Terms such as "domain," "competencies," "outcomes," "goals," "sub-groups," etc. are presented interchangeably and in such profusion that the reader can scarcely be blamed for not always being sure just what is the point of it all. Clearly, some simplification and abbreviation in the introductory pages would be helpful.

Second, the specific instructions for each activity seem clear enough. However, two changes would undoubtedly be helpful.

1. In the early part of the manual a simple, explicit statement on its organization and recommended use should be provided (see the section on Summary, Conclusions and Recommendations).

2. It is apparently assumed that the user has sufficient background and knowledge to know why each activity has been selected and what its purpose is. Additional discussion in the leader's materials would serve to insure a more consistent orientation to and understanding of the training package on the part of the leader. This we believe to be crucial to reducing the variance in outcomes experienced by different participants with different leaders.

As a final point, the references in this manual play a very small part. Many specifically usable resources, as compared with theoretical discussions, are available through ERIC and are not contained in the reference section. In addition, better use of the references listed could be accomplished by short descriptions of the contents in each and a brief indication as to where and how they could be used.

HUMAN RELATIONS

A. Descriptive Overview.

This manual is designed to introduce staff members to human relations training, with experiential exercises to acquaint them with the small group process and other teaching procedures used in such programs. On completion of the training manual, it is intended that participants be able to assess the function of human relations training in their schools, and design and implement the necessary procedures for instituting a humar relations training program.

The manual is approximately 150 pages in length and is divided into three main sections: an introductory section on the history of and research in human relations training, a second and main section devoted to skill development, and a concluding section on implementation strategies. The complete package is planned to consume 21 hours of training experiences.

The Human Relations training package is one of three which were to be developed in the Interpersonal Effectiveness domain, the other two dealing with Relating With Significant Others and Self Validation. It is intended to be responsive to three major goals as identified in the Georgia comprehensive needs assessment study:

1. Trust and Intimacy
2. Expressive and Assertive Skills
3. Affiliation and Acceptance.

Also included in the training package are two lists of references and resources for more in-depth study of the areas of human relations that readers might like to pursue.

B. Three-pronged Evaluation.

1. Feasibility.

The extent to which the manual's goals and objectives are achievable and deliverable, its expectations can be realized, and its use under typical field conditions will be successful.

						X
1	2	3	4	5	6	7
Not at all Feasible			Feasible			Extremely Feasible

The evaluation team gives this manual a rating of 6.75 on Feasibility. A discussion and rating of the different components which led to the overall rating follows.

a. Are the goals and objectives for this training package clearly presented?

Generally. The purpose for each activity is clearly and succinctly presented, but objectives for the training manual (workshop staff training) are not explicitly stated. Therefore, while the leader and participant may be clear as to what is the expected outcome for each activity, they may be less sure about the planned-for outcomes for the entire manual.

b. Are needed staff competencies specifically identified?

No. General goals of acquainting participants "with the small group process and procedures used to teach human relations" are presented, but specific skills and competencies are not explicitly stated.

c. Is the organization of the manual clear to the prospective leader?

Yes. The manual is very clear in its organization and presentation. The user is readily able to follow the flow and the content.

d. Are time limits realistic?

Questionable. Time limits for whole sections are given, but the time estimation for each activity is not provided. For an inexperienced leader, this could create a problem in knowing how long to spend on each activity.

e. Are the manual activities relevant to the stated goals and objectives?

Qualified yes. The activities seem to relate very well to the purpose as stated at the outset of the activity. Specific goals and objectives, as stated before, are not given for the training package.

f. Are the planned-for outcomes likely to be realized?

Yes. The activities seem well designed and capable of producing the skills and knowledge necessary to respond to the intended outcomes.

3. Validity.

The extent to which the manual builds upon objective knowledge with content which is both justifiable and relevant to the ends sought.

						X
1	2	3	4	5	6	7
Not Valid			Portions Valid			Valid

The evaluation team gives this manual a rating of 7 on Validity. A discussion and rating of the different components which led to the overall rating follows.

a. Are the goals and objectives in the manual appropriately drawn from known research and knowledge in the area?

Very much so. The manual exhibits high congruence with and utilization of research and experience in the human relations area.

b. Does the content of the manual reflect research and knowledge in each of the content areas?

Yes. The same comment expressed in "a" applies here as well.

C. Discussion.

This is a taut, well-written manual that exudes confidence that the user will be able to do what the authors expect — namely, to implement human relations training in a school setting. It accomplishes a great deal in a relatively brief period of time.

The section on Implementation Strategies is more detailed than most and is a helpful adjunct to the section dealing with six areas of human relations skill development. Unique in its attention to program maintenance, the implementation section includes such important functions as the establishment of a support system through the use of a Human Relations Committee.

Perhaps the only serious omission in our judgment is communication regarding the outcomes early in the package so that the user knows at the outset what it is s/he will be able to do on completing the training differently or better than s/he does now.

Particularly worthy of note is the focus on implementation broadly throughout the curriculum as well as specifically within a Human Relations Center. The competencies and skills spoken to in this manual have the potential, therefore, to be useful to an entire faculty or staff, whatever their responsibilities may be, simply as a way of promoting positive human relations and interaction.

III. EVALUATION OF PROJECT PLANNING, COMMUNICATION AND IMPLEMENTATION

At specified intervals during the Project the evaluation team discussed Project progress with the Georgia State Department staff, the University of Georgia staff, and staff from the 16 participating Title III schools. These contacts provided opportunity for the evaluation team to observe and assess the effectiveness of the overall Project management:

1. Planning, or the preparation for the initial introduction of the Project and the introduction of different phases during the Project;

2. Communication and sharing of information and ideas between and among different members and levels of the total Project;

3. Implementation, or the introduction of the different program elements, including the workshops and training sessions.

Every opportunity was used to assess the effectiveness of the Project in regard to the aforementioned management functions. However, it should be emphasized that, unlike the manuals, the management functions did not result in a highly specific and identifiable product that could readily be analyzed and evaluated. Therefore, what will be provided here is a series of systematically formed judgments based on interviews and discussions with all parties in the Project. These represent the best judgment of the evaluation team as to how the management function was carried out. It is entirely possible that others

performing the same task could arrive at different conclusions, but they are offered in the spirit of encouraging both a review of what was done and a consideration of what might be done differently in the future.

1. Planning.

By all observation it is apparant that considerable thought and effort were given to Planning both prior to the implementation of the Project and during the Project operation. Frequent meetings and discussions were held between and among the staffs of the State Department, the University of Georgia and the evaluation team. Actions were regularly planned and discussed before any implementation was attempted. Notably, considerable attention was given by the Georgia State Department staff to the evaluation effort; and when some initial problems arose in the evaluation process, the plan was quickly reviewed and appropriate adjustments were made. Therefore, it seems fair to say that much effort was given to planning throughout the Project.

One aspect of the planning, however, seems to have been accomplished less well than others. Unwittingly, the extensive planning led to efforts which resulted in planning for the staffs in the participating schools rather than with them. Some of the school staffs seemed to feel as if a number of expectations had been imposed upon them. Their "druthers" would have been to have had more involvement in deciding both the what and the how of what was to be done. A factor accentuating the feeling of external control on the part of some was what may have been, in retrospect, overly ambitious goals for the Project.

This need to accomplish a great deal in minimal time could have led, understandably, to very tight planning which allowed less opportunity for input than some participants would have desired.

Overall, we would adjudge the planning aspect of the management to be extensive and generally effective. It could have been improved had more opportunities been provided for involvement in and review of the planning by all of those affected by the planning process.

2. Communication.

It was apparent from the very beginning that communications among members of the Project would pose a herculean task. Given the number of people involved, the physical distance between them, and their necessarily differing perceptions of and expectations for the Project, communications were a continuing challenge. It is our judgment that the State Department and the University of Georgia Project staff were very much aware of the inherent difficulties and worked mightily to overcome them. Numerous workshops and conferences were held, written and verbal communication were regularly utilized, and State Department personnel visited each school.

A separate problem in communication related to the receipt by the evaluation team of sufficient data and materials from the University of Georgia Project staff to complete the planned process and summative procedures. Some of the tardiness in the transmission of these documents was undoubtedly due to the delays experienced by the Project staff in receiving the materials that others had contracted to produce.

Perhaps the fairest judgment that can be made is that these efforts did much to keep people in communication with one another, but in the final analysis most of the participants at all levels found the communication to be lacking in some respects. Of particular concern to many people was the need for clearer communication concerning expectations and greater advance notification of events or activities. High marks should be given to both the State Department and the University of Georgia Project staff for their interest in and commitment to regular improvements in the communication process during the life of the Project.

3. Implementation.

The major part of the implementation phase of the Project lies ahead. In essence, the total implementation of the full, comprehensive career guidance program requires 3 years from the point of its first introduction into a given school. Thirty-seven schools are now involved in the program, with another 20 proposed to be added next year.

The most current data indicate that three of the nine originally planned training manuals are now printed and available, three are in the process of being printed, and three remain to be delivered to the printer. It should be noted, however, that the Project has produced two training packages which were not in the nine originally conceived, and the final series to be produced will thus have eleven training packages in all.

Specific training for the 37 participating schools has already been

provided in Vocational Explanation Groups (VEG), the Life Career Development System (LCDS), and the Human Relations training manual. In addition, each of the schools has designed a staff development plan whereby it has used or will be using the Educational Environment training manual this fall. Feedback from staffs in the participating schools was very favorable regarding their experiences in VEG and LCDS. The participants saw these two training experiences as supplementary and complementary to their other experiences in the Project, and felt that they contributed desirable skills and competencies in career guidance.

Implementation is where the pay-off on a project occurs. Yet, because it occurs as the last step in any project, it is most subject to the presses and the problems which may have occured in the project's development. An objective view of the Georgia project would reveal that the highly ambitious goals of the Project have made it difficult to complete the implementation phase within the prescribed timetable. From the point of view of a strict time schedule, it might be said that the implementation has not been successful. Viewed, however, from the standpoint of initial groundwork and accomplishments to date, one can be optimistic about the future. The plan, the resources, and the commitment to "put it all together" exist. We feel that the probabilities for successful implementation are high, and we would rate the implementation effort as of limited success to date but of almost certain probability of success by the summer of 1977.

IV. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

A. Summary.

The Georgia Comprehensive Career Guidance Project is a notable example of a major state effort to develop training in specific needed guidance areas and to implement a comprehensive career guidance program. By any definition it would be an ambitious and exciting undertaking. It is our overall judgment that the Project has successfully overcome initial problems in start-up to provide both the structure and the content for making the comprehensive career guidance program a laudatory reality.

The Project suffers, and perhaps continues to suffer, from having attempted to accomplish too much in too little time with too few resources. It would seem fair to say that what has been accomplished is worthy, and what promises to be is at least as meritorious as that which has already occurred. The real test is yet to come. If all of the training packages can be completed with the same high degree of quality as the three which have been evaluated, and if every school staff can be trained in their use and can obtain supplementary and complementary training in other areas of guidance, the impact of this pervasive staff development plan on students, schools, and community should be profound.

B. Conclusions and Recommendation.

It is our judgment that the training packages represent a significant contribution to staff development. They are generally well organized, clear

in exposition and substantive in content. They are unique as a system in the breadth and comprehensiveness of their coverage. Their full usefulness, however, is yet to be demonstrated. While they give every appearance of providing effective learning, only field testing and assessment of the eventual outcomes will demonstrate their worth.

Each training package clearly attempts to relate the content to the purposes set forth in the introduction to the package. It is apparent that the manuals have not been analyzed as to which topics should be covered in each package, whether overlap exists in the coverage, and whether some topics should be eliminated from specific manuals. Is each manual to stand alone? Does one build on another? How do they relate to one another? We recommend that the manuals be analyzed as to the overlap of the content and activities and that an assessment be made of whether the overlap is desirable or undesirable. We further suggest that a document be prepared to accompany the training packages which would speak to the total Project goals and the relationship of each of the packages to one another in the total series. It should also identify the specific goals, objectives, and activities within each manual. In this way the need to provide identical information in each of the training packages would be eliminated and the user would have an immediate grasp of the interrelationships and flow of the total program. In addition, because each manual evaluated in this report mentions the establishment of a learning Center, we suggest that such a generalized goal, and other matters that pertain to all of the training packages, be incorporated into this accompanying document, together with the rationale supporting the suggestions.

As mentioned above, each of the first three manuals calls for the development of a special Center in which to implement the activities. If subsequent manuals continue this trend, the entire school budget could become devoted to the support of special Centers. Clearly, any of the emphases and/or recommendations which are offered should develop from a consideration of the manuals as a total training system.

The combination of participant materials and workshop leader instructions in one manual seems unwise. Some prior experience would suggest the desirability of providing a separate leader's guide to accompany each participant's manual. This could reduce the bulk of the training package and also reduce the printing costs since fewer leader's guides would be needed.

The writing in the manuals is clear and straightforward. Specific exercises are provided to achieve well-defined purposes. However, unlike other forms of learning, e.g., textbooks, lectures, and similar instructional devices, there is little or no discussion as to why the particular purposes were selected or what the relationship is between various groupings of activities. The participant is asked to take a great deal on trust. Little outside verification is offered for what the participant is asked to learn or why the learning is important. Would it not be essential in the training of school personnel that they, the leaders-to-be, know not only what is important to do but why it is important as well? We recommend that either in the manuals or in the training workshops more discussion be provided regarding the rationale for the selection of the topics and their relationship to each other.

Finally, we believe that the State of Georgia should share with others about the country the product of their creativity, intelligence, and perseverance. As a unique contribution to staff development training, the materials developed and to be developed in this Project possess the potential to enhance greatly the quality of guidance services nationwide.

In conclusion, we believe that Dr. John Dagley deserves great credit for his vision in conceiving the Project and his skill in carrying it through, and Dr. Paul Vail for his admirable ability to sort out the important from the trivial and his never-ending capacity to overcome pitfalls and frustrations to reach the desired end.